

KINDERGARTEN TEACHERS' VIEWS TOWARD THE CODE-SWITCHING STRATEGY

Nadia Angela Danuatmadja

ABSTRACT

Many parents in urban areas expect their children to understand and use a second language including the English as early as possible. With this demand, there are many kindergartens in Indonesia which offer English as one of the school subjects. However, there is a controversy among kindergarten English teachers whether to use only English or to switch the language from English to Bahasa Indonesia in the classroom. With these as the background, the study aims to examine kindergarten teachers' perspectives of their code-switching strategy in helping young learner to acquire English. To understand these teachers' perspectives, three kindergarten teachers who teach English twice a week at a school in Kudus, Central Java, Indonesia were interviewed. To choose the participant, the three teachers should have the criteria such as they had at least two years of experience to be a teacher especially in teaching young learners and understand both Indonesia and English languages. For choosing the participants, I used quota sampling, because the participants were selected based on a number of the above criteria. The results of the interviews can be categorized into three crucial points: (1) quantity of the use of L1 and L2 in Code-Switching use, (2) function of Code Switching, and (3) reasons or motivations of Code-Switching.

Key words: *code switching strategy, young learner*